



**NORTHCENTRAL UNIVERSITY
ASSIGNMENT COVER SHEET**

Student: **Michael Higley-Vance**

THIS FORM MUST BE COMPLETELY FILLED IN

Follow these procedures: If requested by your instructor, please include an assignment cover sheet. This will become the first page of your assignment. In addition, your assignment header should include your last name, first initial, course code, dash, and assignment number. This should be left justified, with the page number right justified. For example:

DoeJXXX0000-1

1

Save a copy of your assignments: You may need to re-submit an assignment at your instructor's request. Make sure you save your files in accessible location.

Academic integrity: All work submitted in each course must be your own original work. This includes all assignments, exams, term papers, and other projects required by your instructor. Knowingly submitting another person's work as your own, without properly citing the source of the work, is considered plagiarism. This will result in an unsatisfactory grade for the work submitted or for the entire course. It may also result in academic dismissal from the University.

EL7008-8

Dr. Linda Collins

Online Learning Communities

Activity #3: Online Collaborative Issues

Comments: Presentation link here → <http://my.brainshark.com/HigleyMEL7008-3-524059102?v=52>

Faculty Use Only

Michael, you have once again constructed a superb presentation – clearly written, good design structures for the slides, flows well, easy to use, and important information is found on each of the slides. Your audio discussion fits each of the slides well and provides supportive information. You have addressed the collaborative learning environment by clearly explaining the importance of the objectives. You also explain each of the concepts as you introduce them to students. When discussing collaborative activities

you provide examples and also supporting documentation from scholarly sources. I really like the inclusion of the motivating the learner slide about MOTIVATE, this is a great illustration. You also do a great job presenting as you expertly use voice inflection to make your point for each of the discussions. Your advice on addressing the motivational factors of the greatest concern first is a good way to approach these issues. It is important to include a variety of adult learning styles and engaging students in Web 2.0 applications that place the learning in the driver's seat, this helps to further motivation. You continue to provide a variety of resources and examples throughout the presentation to get participants interested and engaged. You conclude by encouraging your audience to ask questions. How might you further engage your audience in a discussion? Dr. Collins

Dr. Linda D. Collins 7 3 April 29, 2014

Creating and Sustaining a Collaborative Online Learning Community

Michael Higley

Northcentral University

Creating and Sustaining a Collaborative Online Learning Community

Slide 1

Welcome to Creating and Sustaining a Collaborative Online Learning Community. My name is Michael Higley and I will be your presenter today. We'll be examining the issues learners and instructors face when presented with online collaboration. Additionally, we will discuss why collaboration is important, ways to include collaboration in an online course, discuss collaboration example activities, ways to motivate the learner, identify key solutions to collaborating online, identify supporting web-based tools and resources, and finally provide you with what I hope will be solid advice rooted in theory and practice.

Slide 2

As many of you already know, Collaborative learning is a situation where two or more people learn something together. Put differently, collaborative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other. These include both face-to-face conversations and computer discussions (online forums, chat rooms, etc.).

Slide 3

Collaborative learning has often been portrayed as solely a cognitive process by which instructors participate as facilitators of knowledge and learners are the receivers. However, collaborative learning is heavily rooted in Vygotsky's view that there is an inherent social nature about learning, which can be explained through his theory of zone of proximal development. Collaborative learning is based on the theory that knowledge can be created within a learning group when learners are actively engaged with each other and the content.

Slide 4

Why collaborative learning?

Collaborative learning is most often demonstrated when groups of students work together to seek understanding, meaning, or to create group learning products. Collaborative activities assists with deeper knowledge, promotes creativity and critical thinking skills, allows the instructor to address multiple learning styles, tears down barriers and issues with culture and diversity, and serves to meet learning objectives more easily.

Slide 5

To ensure you are off to a good start creating a collaborative learning community include these 6 things: always provide opportunities to introduce yourself and others, always, always, always state the learning objectives and course expectations, provide opportunities for students to network, develop authentic real-world and relevant learning tasks, and over everything else remember to be encouraging and supportive, this helps to build trusting relationships between you and the learning community.

Slide 6

There are three types of learning activities: Collaborative where learners are in small groups, then there are team projects which include much larger groupings of learners and more complex assignments, and then finally the 21st century activity where learners are presented with relevant real-world authentic tasks sometimes referred to as problem-based learning activities.

Slide 7

Palloff and Pratt (2005) recommend these six elements when creating and fostering collaborative learning activities online. Create small group assignments; include research assignments, which require learners to share new information, include discussion boards, incorporate peer-to-peer feedback opportunities, and as stated before always try to include authentic real-world collaborative tasks.

Slide 8

Motivating learners is a challenge every instructor faces at different points in their career. Often the key to motivating students to participate collaboratively is a matter of evaluating the content and developing an approach to engage the learners.

Slide 9

There are two types of student motivation. The first type call intrinsic motivation happens when the learner is actively engaged in the activity because they love the content. These learners will most likely be engaged again in future activities more readily. The second type of student motivation is called extrinsic motivation. Learners who are extrinsically motivated typically engage in activities for what they can get out of it like a reward, usually immediate. These learners do not usually enjoy collaborative activities and may limit the number of activities they participate in.

Slide 10

Collaboration in online learning communities can present concerns associated with the instructor and student. So, what are the issues? As an instructor it is important to identify the issues and target the ones that are of the greatest concern. In addition to student motivation, course workload was cited as a concern for collaborative communities by Faculty Focus (2011). Is motivation a factor and if so is it intrinsic or extrinsic? Finally, is there a lack of online learning experience and ability or is it that the learner is unfamiliar with his or her own learning style? These are questions instructors should ask themselves when faced with a learning community struggling to communicate and work together on collaborative activities.

Slide 11

What should you do if presented with an online learning community struggling to be successful participating in collaborative activities? Here are a few solutions supported by Palloff and Pratt (2005 & 2007) and Faculty Focus (2011). The first thing suggested is to encourage participation in activities that are relevant to students' lives. Create introductory activities, develop group norms, and provide students with course expectations. Appeal to multiple learning styles and individual learner needs. Utilize delivery systems such as Web 2.0 applications to allow for learner control. We'll talk more about web-based tools and resources next. Lastly, foster a sense of community that is stimulating and encouraging.

Slide 12

According to Cobb (2009) collaborative online tools and resources help to facilitate, encourage, and motivate learner participation. Some examples of these technologies include edmodo, spicedbird, and simply box. These tools allow for collaborative assignments to be completed within the collaborative online community synchronously and asynchronously. These tools allow for learners to be creative, reflective, and work together sharing new learned information.

Slide 13

Finally, as the presentation comes to a close Palloff and Pratt (2005 & 2007) offer instructors of online learning environments this advice. Be reflective throughout the teaching process; don't forget what it was like to be a student. Focus on engaging learners. The goal of every course should be to prepare learners for new information no matter how it is delivered. Allow learners to demonstrate their learning through collaborative and creative web-based applications. Communicate often with learners providing them timely feedback. Lastly, remember that it is important to nurture a sense of community with online learners. An online learning community, which fosters and supports collaborative authentic tasks is the key to successful online learning.

Slide 14

Are there any questions?

Slide 15

The references shown here were used in the research of this topic. Thank you once again for joining me during this presentation entitled Creating and Sustaining a Collaborative Online Learning Community.